

Los Angeles County Office of Education Expanded Learning Technical Assistance Unit Foundational Tips for Expanded Learning Personnel

The Foundational Tips for Expanded Learning Personnel Tool was developed by the Expanded Learning Technical Assistance Unit at the Los Angeles County Office of Education, with the intent of building quality staff in Expanded Learning programs. This tool is designed to provide Expanded Learning personnel with information and resources that could be considered foundational to their role, while recognizing the employing organization's own strategies for professional development.

The individual roles within an Expanded Learning² program work in collaboration to form an interconnected system, which is recognized as a crucial foundational element in building a quality and effective Expanded Learning program. By investing in the development of personnel at all levels, the system can create a culture of shared leadership and collective responsibility that drives positive outcomes for all stakeholders, with youth at the center. These roles and responsibilities include:

- **Administrator/Grant Manager:** The individual(s) from a district, charter, county, city, or community-based organization who is ultimately responsible for the overall direction of the Expanded Learning Program, including but not limited to: grant¹¹ oversight, operations, overall program direction, and ensuring grant compliance and certified assurances⁵ are met. *Other titles associated with this role can include District Level Administrators, Executive Personnel, Site Level Administrators, or Agency Directors.*
- **Program Director:** The individual(s) responsible for the training and implementation of the developed Expanded Learning program policies and practices across the agency, as well as the oversight of two or more site-based programs and who may evaluate staff. *Other titles associated with this role can include Regional Manager, Regional Supervisor, Traveling Supervisor, or Quality Assurance Coach.*
- **Site Coordinator:** The individual(s) who oversees the implementation of Expanded Learning program policies and practices at one site and has responsibility for the supervision of the frontline staff. *Other titles associated with this role can include Site Manager, Site Lead, or Site Supervisor.*
- **Frontline Staff:** The individual(s) responsible for direct service such as student supervision, engagement, and program delivery.



**Expanded Learning Programs
Foundational Tips for Administrators and Grant Managers**

Foundational Tips	Notes, Resources, and Links	Met
<p>Understand the meaning of Expanded Learning⁹</p>	<p>“‘Expanded Learning’ means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that Expanded Learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.” (EC 8482.1 (a) as referenced in EC 46120 (g)(1)). “‘Expanded Learning opportunities’ does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.” (EC 46120 (g)(1)).</p>	
<p>Identify existing Expanded Learning funding sources</p>	<p>Expanded Learning Opportunity Program (ELO Program) – State Funding through Principal Apportionments² After School Education and Safety Grant (ASES) – State Funding through grants 21st Century Community Learning Center Grants (21st CCLC) – Federal Funding through grants It is the intent of legislation that ASES, 21st CCLC Elementary/Middle, and the ELO Program funding be considered a “single, comprehensive program”. [ELO Program FAQs].</p>	
<p>Understand the appropriate Education Code (EC)⁸, Program Requirements, Certified Assurances⁵, FPM¹⁰ and the Audit Guide³ for your program</p>	<p>Education Code: ELO Program EC ASES EC 21st CCLC – Elem/MS EC 21st CCLC – ASSETS EC Certified Assurances: ASES 21st CCLC – Elem/MS 21st CCLC – ASSETS Federal Program Monitoring: FPM Expanded Learning Programs (EXLP) 2023-24 Program Instrument (all programs) Audit Guide: Guide for Annual Audits of K-12 Local Education Agencies: Sections: U. ASES, and DZ. ELO Program</p> <p>Utilize LACOE-Expanded Learning Technical Assistance Unit tools to understand the requirements for implementation of an Expanded Learning program, based on funding source(s): ELO Program Funding Requirements ELO-P, ASES, and 21st CCLC Program Requirements Matrix</p>	
<p>Identify your LEA’s funding allocation</p>	<p align="center"> ELO Program Funding Allocation ASES & 21st CCLC Funding Results </p>	
<p>Read and understand the Frequently Asked Questions</p>	<p>CDE-Expanded Learning Division FAQs answer and clarify questions that need additional detail and information. ELO Program FAQs ASES, 21st CCLC FAQs</p>	
<p>Identify key internal and external leaders for the design and implementation of the Expanded Learning Program</p>	<p>Identifying the roles of individuals who will lead the work is critical. This leadership group may include existing Expanded Learning Directors and leaders, individuals from the Human Resources/Personnel Commission, Business Services, District Administrative level, School Site level, and program leadership from Community-Based Organizations.</p>	
<p>Review the Program Plan(s)¹⁴/Narrative</p>	<p>The Expanded Learning Program Plan(s) describes program activities that center around the whole child and the Quality Standards for Expanded Learning in California¹⁵. When planning for Expanded Learning, consider the LCAP, Single-Plan for Student Achievement, UPK Program Plan, and Community Schools⁶ (where applicable). ELO Program Plan ASES Program Plan 21st CCLC RFA/Narrative</p>	
<p>Identify the process for continuous communication, collaboration, commitment, professional development & quality improvement</p>	<p>To support capacity building, it will be imperative to determine how, when, and why Expanded Learning program leaders will meet; and how the program will define and implement a Continuous Quality Improvement⁷ process and the Quality Standards for Expanded Learning in California.</p>	
<p>Know who to lean on for support and Technical Assistance</p>	<p>The LACOE-Expanded Learning Technical Assistance Unit and the California Department of Education-Expanded Learning Division are here to provide support. Contact Region 11 (click on “Region 11”).</p>	

**Expanded Learning Programs
Foundational Tips for Program Directors**

Foundational Tips	Notes, Resources, and Links	Met
Understand the meaning and intent of Expanded Learning ²	<p>“Expanded Learning’ means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that Expanded Learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.” (EC 8482.1 (a) as referenced in EC 46120 (g)(1)). “Expanded Learning opportunities’ does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.” (EC 46120 (g)(1)).</p>	
Understand the appropriate Education Code (EC) ⁸ , Program Requirements, Certified Assurances ⁵ , FAQs, FPM ¹⁰ and the Audit Guide ³ for your program	<p>Education Code: ELO Program EC ASES EC 21st CCLC – Elem/MS EC 21st CCLC – ASSETs EC Certified Assurances: ASES 21st CCLC – Elem/MS 21st CCLC – ASSETs FAQs: ELO Program FAQs ASES, 21st CCLC FAQs Federal Program Monitoring: FPM Expanded Learning Programs (EXLP) 2023-24 Program Instrument (all programs) Audit Guide: Guide for Annual Audits of K-12 Local Education Agencies: Sections: U. ASES, and DZ. ELO Program Utilize LACOE-Expanded Learning Technical Assistance Unit tools to understand the requirements for implementation of an Expanded Learning program, based on funding source(s): ELO Program Funding Requirements ELO-P, ASES, and 21st CCLC Program Requirements Matrix</p>	
Review the Program Plan(s) ¹⁴ /Narrative for your program	<p>The Program Plan describes how the program will meet the expectations of the funding source. It will address specific details, including but not limited to the program’s goals, mission and vision; collaborative partnerships; and program activities that center around the Quality Standards for Expanded Learning in California ¹⁵.</p>	
Understand the role and expectations of a supervisor	<p>As the first point of contact for program staff when concerns and challenges arise, it is important to be able to approach situations with adaptability, inquiry, a critical thinking mindset, and with potential solutions and next steps. Additionally, the Program Director is responsible for the professional development of program staff through the implementation of the staff onboarding process, program-wide trainings, and coaching and/or mentoring Expanded Learning program staff.</p>	
Follow LEA ¹³ and/or Agency guidelines and implement the program processes and policies across all sites to ensure Quality and Compliance	<p>It is the role of the Program Director, to implement the program’s continuous growth plan that has been developed. This includes understanding the program’s policies, procedures and structures; and knowing how to support all program sites with regular implementation. There will be continuous communication and collaboration with all program interest-holders as to how the program will implement the Quality Standards for Expanded Learning in California and the program’s Continuous Quality Improvement ⁷ process. Be familiar with resources that are available to ensure grant compliance; for example the Attendance Calculators support Program Directors in knowing if sites are meeting attendance goals.</p>	
Communicate effectively with all interest-holders	<p>Being able to effectively communicate, promptly and with compassion, in a variety of settings is essential in this role, as regular interaction with a variety of interest-holders (e.g. parents, program administrators, collaborative partners, program staff, students, etc.) is an integral aspect of this role.</p>	
Individualized professional growth and development	<p>It is encouraged to work with program leadership to intentionally seek out professional development opportunities that will support individual professional growth and development to meet the expectations of the position. Some potential skillsets to develop could include but not limited to: effective coaching strategies, leadership approaches, training development and delivery and/or seeking a professional mentor within the field of Expanded Learning.</p>	
Know who to lean on for support and Technical Assistance	<p>The LACOE-Expanded Learning Technical Assistance Unit and the California Department of Education-Expanded Learning Division are here to provide support. Contact Region 11 (click on “Region 11”).</p>	

**Expanded Learning Programs
Foundational Tips for Site Coordinators**

Foundational Tips	Notes, Resources, and Links	Met
Understand the meaning and intent of Expanded Learning ²	<p>“Expanded Learning’ means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that Expanded Learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.” (EC 8482.1 (a) as referenced in EC 46120 (g)(1)). “Expanded Learning opportunities’ does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.” (EC 46120 (g)(1)).</p>	
Review and understand the expectations of your program requirements <i>(Education Code⁸, Certified Assurances⁵, FAQs, Federal Program Monitoring, Audit Guide³ and Program Plan(s)¹⁴ or Narrative)</i>	<p>Be familiar with the LEA/Grantee¹²/Agency Program Plan(s) or Narrative based on the funding sources for the program.</p> <p>Education Code (EC): ELO Program EC ASES EC 21st CCLC – Elem/MS EC 21st CCLC – ASSETS EC</p> <p>Certified Assurances: ASES 21st CCLC – Elem/MS 21st CCLC – ASSETS</p> <p>FAQs: ELO Program FAQs ASES, 21st CCLC FAQs</p> <p>Federal Program Monitoring (FPM¹⁰): FPM Expanded Learning Programs (EXLP) 2023-24 Program Instrument (all programs)</p> <p>Audit Guide: Guide for Annual Audits of K-12 Local Education Agencies: Sections: U. ASES, and DZ. ELO Program</p> <p>Utilize LACOE-Expanded Learning Technical Assistance Unit tools to understand the requirements for implementation of an Expanded Learning program, based on funding source(s):</p> <p>ELO Program Funding Requirements ELO-P, ASES, and 21st CCLC Program Requirements Matrix</p>	
Understand the role and expectations of a Site Coordinator	<p>This role is essential to the success of the program. The Site Coordinator ensures that all funding requirements occur at the site level by implementing the program schedule, guidelines and policies. This role builds relationships and communicates effectively with students, families, program staff and school site staff to create a Safe and Supportive Environment for all. Many Site Coordinators will supervise and provide oversight of the Frontline Staff, supporting their skillsets in Expanded Learning practices.</p>	
Implement the LEA ¹³ and/or Agency policies and procedures to ensure program Quality and Compliance at the site level	<p>The Site Coordinator implements the program’s policies, procedures and structures at the site level to ensure quality is being offered and compliant elements are being met. Quality programming is guided by the Quality Standards for Expanded Learning in California¹⁵. and the program’s Continuous Quality Improvement (CQI)⁷ process Site Coordinators should review, understand, and feel confident in the implementation of the Point-of-Service Quality Standards and review and understand the Programmatic Quality Standards. Compliance is based on program requirements, as stated in the Education Code for each funding source. Attendance is a compliant expectation for ASES and 21st CCC programs, and attendance tracking can be supported by tools like the LACOE ELTAU’s Attendance Calculators.</p>	
Understand the importance of maintaining accurate documentation for reporting & safety purposes	<p>Each program will have their own procedures and expectations to track and organize essential documents to ensure compliance for program funding and reporting is met (FPM, Audits, State & Federal Reports). These may include, but are not limited to: program communications and offerings, registration forms, emergency contacts, sign-in and out sheets, documentation to support the Early Release policy, program survey responses (e.g. used during the CQI process), program calendars, snack menus, staff schedules, safety procedures, and any program documentation for incidents that occur at site.</p>	
Individualized professional growth and development	<p>Site Coordinators are encouraged to work with program leadership to intentionally seek out professional development opportunities that will support individual professional growth and development to meet the expectations of the position. Some potential skillsets to develop could include but not limited to: effective coaching strategies, lesson/activity development, being a new supervisor, and/or seeking a professional mentor within the field of Expanded Learning.</p>	
Know who to lean on for support and Technical Assistance	<p>The LACOE-Expanded Learning Technical Assistance Unit and the California Department of Education-Expanded Learning Division are here to provide support. Contact Region 11 (click on “Region 11”).</p>	

**Expanded Learning Programs
Foundational Tips for Frontline Staff**

Foundational Tips	Notes, Resources, and Links	Met
Understand the meaning and intent of Expanded Learning ⁹	<p>“‘Expanded Learning’ means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that Expanded Learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.” (EC 8482.1 (a) as referenced in EC 46120 (g)(1)). “‘Expanded Learning opportunities’ does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.” (EC 46120 (g)(1)).</p>	
Review and understand the Program Plan(s) ¹⁴ and/or Narrative	<p>Frontline Staff work for a program that is funded through state and/or federal funds. These funding sources require certain expectations to be met/followed. These expectations are defined through California Education Code⁸, Funding based Certified Assurances⁵ and through a monitoring based system. The LEA/Grantee¹²/Agency Program Plan(s) and/or Narrative are written based on the funding sources for the program and address how the program will meet these requirements. Frontline Staff are encouraged to read and understand the specific Program Plan(s) applicable to their work.</p>	
Understand the role and expectations of a Frontline Staff Person	<p>This role is essential to the success of the program. The Frontline Staff member works directly with the students at a 1:20 ratio; or 1:10 ratio for TK/K students, and are responsible for implementing the activities that meet the program goals. These goals include but are not limited to: academic and enrichment elements, safety procedures and practices, and how to engage youth in program. See the “Power of One” video to understand general expectations for the role and skill that can be gained.</p>	
Implement the LEA ¹³ and/or Agency policies and procedures to ensure program Quality and Compliance at the site level	<p>The Frontline Staff are to follow the program schedule, program guidelines and policies that were established to ensure quality programming is being offered and compliant elements are being met. Quality programming is guided by the Quality Standards for Expanded Learning in California¹⁵. and the program’s Continuous Quality Improvement (CQI)² process that Frontline Staff will be part of in the implementation process. The Frontline Staff should be trained on the implementation of the Point-of-Service, the first six, Quality Standards.</p> <p>Note: Compliance is based on meeting program requirements, as stated in the Education Code for each funding source. Examples of compliance elements that a Frontline Staff may support include: attendance, snack counts, and program offerings.</p>	
Learn and feel comfortable implementing Youth Development strategies and approaches with students	<p>Each program will have their own procedures and expectations when it comes to what curriculum is being utilized to meet the program’s goals. Youth Development strategies and approaches that could be considered when implementing said curriculum are included on the right side.</p> <ul style="list-style-type: none"> • 40 Development Assets • Youth Development Principles • Social Emotional Skills • Understanding Age and Stage Development • Learning in Afterschool and Summer (LIAS) Principles 	
Create an environment for students to feel a sense of belonging	<p>The Frontline Staff are responsible for creating a safe space for students by learning student’s names and interests, encouraging students to develop their own skills, acknowledging positive behaviors; as well as implementing the program’s health and safety procedures. Staff are encouraged to create processes to:</p> <ol style="list-style-type: none"> 1. Set up routines and practices for students to understand the expectations within the program space 2. Maintain and follow behavior expectations and progressive discipline that align with the school day and program goals 3. Implement structured Physical Activities instead of providing “free time” 4. Create an environment that engages students that is appropriate for their age/grade level 	
Know who to lean on for support	<p>It is important to know who to go within your program when you need support. Talk with your Site Coordinator to determine who might be best available to support you and your development.</p>	

Expanded Learning Programs
Foundational Tips Glossary

Word/Phrase		Definition or Purpose
1	Apportionee	A recipient of a funding apportionment.
2	Apportionment	A funding source that is allocated. For example, in Expanded Learning, Expanded Learning Opportunities Program (ELO Program) is funded by an apportionment. All qualified LEAs receive it without an application process.
3	Audit Guide	The audit guide is developed by the Education Audit Appeals Panel. The audit occurs on an annual basis, and is conducted by an independent auditor at the LEA and/or grantee level. It may look at programmatic elements and/or fiscal accountability. Findings within an audit could have fiscal consequences.
4	CBO	Community Based Organization.
5	Certified Assurances	Certified Assurances are agreements that the funding recipient will agree to follow in order to receive the funding.
6	Community Schools	<p>A community school is a “whole-child” school improvement strategy where the district and school work closely with teachers, students, families, and partners. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.</p> <p>A “Community School” that receives ASES, 21st CCLC, 21st CCLC ASSETS, and/or ELO Program funding still are required to maintain “good standing” within their Expanded Learning grants and/or apportionments.</p>
7	CQI	Continuous Quality Improvement (CQI). The CQI process is a process for program improvement.
8	Education Code (EC)	Education Code (EC) defines the intention and expectations of each program and is considered as law.
9	Expanded Learning	<p>“Expanded Learning’ means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that Expanded Learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.” (EC 8482.1 (a) as referenced in EC 46120 (g)(1))</p> <p>“Expanded Learning opportunities’ does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.” (EC 46120 (g)(1))</p>
10	Federal Program Monitoring (FPM)	The monitoring process used by CDE to review all administered funding sources (e.g. ASES, 21 st CCLC, and ELO Program); conducted by CDE FPM office and/or the CDE Expanded Learning Division’s Program Monitoring Office. LEAs could be selected for review every two years.
11	Grant	A funding source that is application based. For example, in Expanded Learning, ASES and 21 st CCLC funded sites are grant based.
12	Grantee	A recipient of a grant.
13	LEA	Local Educational Agency: a district, charter, or county office of education.
14	Program Plan / Program Narrative	<p>The Program Plan/Program Narrative describes how the program will meet the expectations of the funding source. It will address specific details, including but not limited to the program’s goals, mission and vision; collaborative partnerships; and program activities that center around the Quality Standards for Expanded Learning in California.</p> <p>The “Program Plan” is specific to ASES or ELO Program funding, and is to be reviewed and updated every three years (at a minimum). Whereas the “Program Narrative” is specific to 21st CCLC funding, and is submitted through the application process.</p>
15	Quality Standards for Expanded Learning in California	There are 12 Quality Standards for Expanded Learning in California, and they are spilt into six “Point-of-Service” and six “Programmatic” standards.